



Respect Engage Aspire Learn

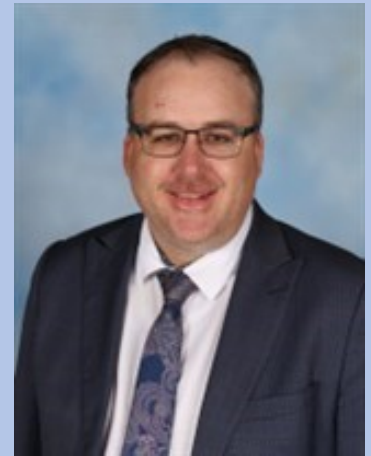
Principal's Welcome

At Essendon Keilor College, two of our key expectations are engagement and aspiration. We strive to ensure our students are actively involved in learning programs that cater to their individual needs. Our focus is to elevate our students' aspirations as they explore subject choices in their later years of schooling, setting them up for success and guiding them towards their desired pathways beyond our college.

This is reinforced by a transition program designed to help students make well-informed decisions about their subjects and courses in their final years of schooling. We take pride in knowing our students well and customising programs to meet their unique needs, with the support of our dedicated teachers and leaders throughout the course selection process.

Our timetable for the later years is shaped by student choices, developed only after they have made their subject selections. This handbook provides valuable information on all available subjects and pathways, aiding students and their families in making informed decisions. We encourage all students and their families to actively participate in the transition process, seeking support and guidance as needed to ensure the chosen program is the right fit.

I wish all students the best in their future studies and assure you that we are here to support you in making the right choices throughout the course selection process.



Adam Potter

Principal
Essendon Keilor College



The Team at our Later Years Campus



Sally Stevens
Campus Principal



Melissa Hamilton
Assistant Principal



Luke Carroll
Campus Coordinator



Laura Slater
Later Years Curriculum



Banu Woods
Teaching & Learning
Specialist



Catherine Reid
International Student
Program



Daniel Kingham
Student Pathways
Coordinator



Julia Bianchin
Student Wellbeing
Coordinator

Timeline of Important Dates, Events & Requirements

Year 10 2025

Wednesday 24th July	Year 9 into 10 Course Selection Evening - Essendon Campus
Friday 2nd August	Applications for VCE Access & AFL Football Program Due
Monday 5th - Friday 9th August	Year 9 Morrisby Careers Interviews
Friday 16th August	Year 9 into 10 Course Counselling Day - Course Selections Due
Monday 9th - Fri 13th December	Step Up Program (Essendon Campus)

Year 11 2025

Monday 29th July	Year 10 into 11 Course Counselling Day - Course Selections Due
Wednesday 24th July	Year 10 into 11 Course Selection Evening - Essendon Campus
Thu 21st Nov - Wed 4th Dec	Step Up Program (Essendon Campus)
Thu 5th - Fri 6th December	Course Confirmation Day

Year 12 2025

Monday 22nd July	Year 11 into 12 Course Counselling Day - Course Selections Due.
Thu 21st Nov - Wed 4th Dec	Step Up Program (Essendon Campus)
Thu 5th - Fri 6th December	Course Confirmation Day

Introduction and Pathway Planning

This handbook contains information about Year 10, the Victorian Certificate of Education (VCE), the VCE Vocational Major (VCE VM) and Vocational Education and Training (VET) studies for students enrolled at Essendon Keilor College. Students should use this information to plan their pathway through senior school by selecting combinations of subjects that meet their interests and lead to their intended career and post-school studies at tertiary institutions.

Essendon Keilor College offers a comprehensive range of courses at the Essendon Campus

Why subject selection matters:

Subject selection in the Later Years is incredibly important as you get to exercise some independence and make some decisions that will help set up your future pathway.

The subjects you choose now can:

- Determine which subjects you will and won't be able to study in Year 12
- Influence the VET or higher education options open to you when you finish school
- Influence your selection to specific institutions based on prerequisite studies
- To some extent, shape your future career trajectory

When planning your course you should:

- Consider the subject areas that you enjoy
- Consider the subject areas that you are good at
- Seek advice and talk to a variety of people about your interests and further studies
- Read the Year 10/VCE/VCE VM/VET descriptions in this handbook
- Find out what studies are recommended or prerequisites for the tertiary courses you may wish to undertake and consult the Student Pathways Coordinator (Daniel Kingham)

Your chosen course should:

- Fulfill the specific requirements of Year 10/VCE/VET/VCE VM in the number and range of units required
- Enable you to successfully complete the VCE/VCE VM
- Provide you with a viable pathway with options and post secondary school choices

Additional Resources to support subject selection and pathway planning

EKC Careers Website - <https://www.ekccareers.com/>

My Career Portfolio <https://mcp.educationapps.vic.gov.au/home>

Morrisby Career Profile <https://www.morrisby.com/>

The Course Search link on the VTAC website www.vtac.edu.au

Pathways at Essendon Keilor College

At Essendon Keilor College we have three main later years pathways beyond Year 10.

1. **VCE** - Which can include a VET component
2. **VCE Unscored** - Which can include a VET component
3. **VCEVM** - Which will include a VET component

1. The Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a rigorous certificate that provides pathways for students into employment, TAFE and tertiary institutions. Obtaining the VCE is an achievable goal for most students, however performing well in the ranking is more difficult. This handbook provides information to assist you in planning your pathway through the VCE. Take the time to read it carefully and use it to ask questions about the courses you are interested in.

Structure of The VCE

To graduate with your VCE you must satisfactorily complete a minimum of 16 units and must include:

- *Three units from the English group which include a Unit 3 & 4 sequence,*
- *Three sequences of Unit 3 & 4 (including up to two VET sequences) other than English.*

Students are normally required to attempt 12 units in the first year and 10 units in the second year of their VCE studies - see below.

Year 11

- 12 Units (6 subjects) of Unit 1 & 2

Year 12

- 10 Units (5 subjects) of Unit 3 & 4

Each "Unit" goes for one semester. Students generally complete 22 units in total over two years.

VCE is a rigorous academic program that requires students to be doing regular homework and revision throughout each week at home and during study sessions at school. Students will complete School Assessed Coursework (SACs) throughout the year and examinations at the end of the year. Students undertaking VCE are doing so to achieve an ATAR at the end of Year 12.

VCE is still the best pathway into university study.

2. VCE Unscored

In Units 3 and 4, students have the flexibility to satisfactorily complete units without completing external graded assessments. This enables students to receive the Victorian Certificate of Education without receiving a study score for Unit 3 and 4 sequences. We refer to this as being an "VCE Unscored" and it can be a valid option for some senior students.

While students may choose to go unscored for one or more sequences, satisfactory completion of the Victorian Certificate of Education and the demonstration of all outcomes via coursework and school-based assessments, is still required. The attendance rate requirement remains unchanged for students who choose to complete an unscored VCE. It is important to consider the impact of choosing not to complete scored assessments on a student's intended pathway.

3. The Victorian Certificate of Education Vocational Major (VCEVM)

The VCE Vocational Major (VCE VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- *equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and*
- *empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.*

What must students complete to achieve the VCE Vocational Major?

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake 20 units over the two years.

- 4 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 4 VCE VM Numeracy or VCE Mathematics units
- 4 VCE VM Work Related Skills units
- 4 VCE VM Personal Development Skills units, and
- 4 VET credits at Certificate II level or above (180 nominal hours)

**Suitable year 12 students may be able to undertake a School Based Apprenticeship (SBAT). See Mr Kingham for further information.*

An overview of Vocational Education Training (VET)

A VET subject is a single subject that can be done in conjunction with VCE or VCEVM (as a whole study program)

- *It gives you the opportunity to attain a separate qualification in addition to their VCE or VCEVM certificate (for example; Certificate III in Sport and Recreation)*
- *VET subjects done as part of your VCE may be able to contribute to your ATAR*
- *VET courses at EKC are generally completed over 2 Years*
- *VET courses are more practical based than standard VCE subjects, however they still have a large theoretical component*

Things to Consider:

Students doing a VET subject should have:

- *A genuine passion for a particular area (eg Sport and Recreation, Music, Community Services, Hospitality etc)*
- *An interest in wanting to gain practical experience in that industry*
- *Goals to one day potentially work in that particular industry or do further study / training in that field*
- *Both the practical skill and theoretical skills to succeed in the subject*

Structured Workplace Learning

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs. SWL experiences help students relate theory to a real world work environment while developing their skills. All students will undertake structured workplace learning as part of the VCE VM. This will be linked to their VET course. Students are expected to investigate their own work placement with the support of the school and should be planning this well in advance of the school year starting.

Year 10

All students will complete twelve units of study throughout Year 10 – six units per semester. In their program, students will study a compulsory two semesters of:

- English
- Mathematics

Students who select to undertake a Language will be required to take both semester 1 and semester 2. This will form part of the students 'free choice' in their subject selections. Students who are successful in their applications for VCE Access or the AFL Football Program will study these subjects over 2 semesters.

Students will study a further 8 subjects (semester long) over the year. Students must study at least 1 Science, Humanities, Arts/Tech and HAPE subject.

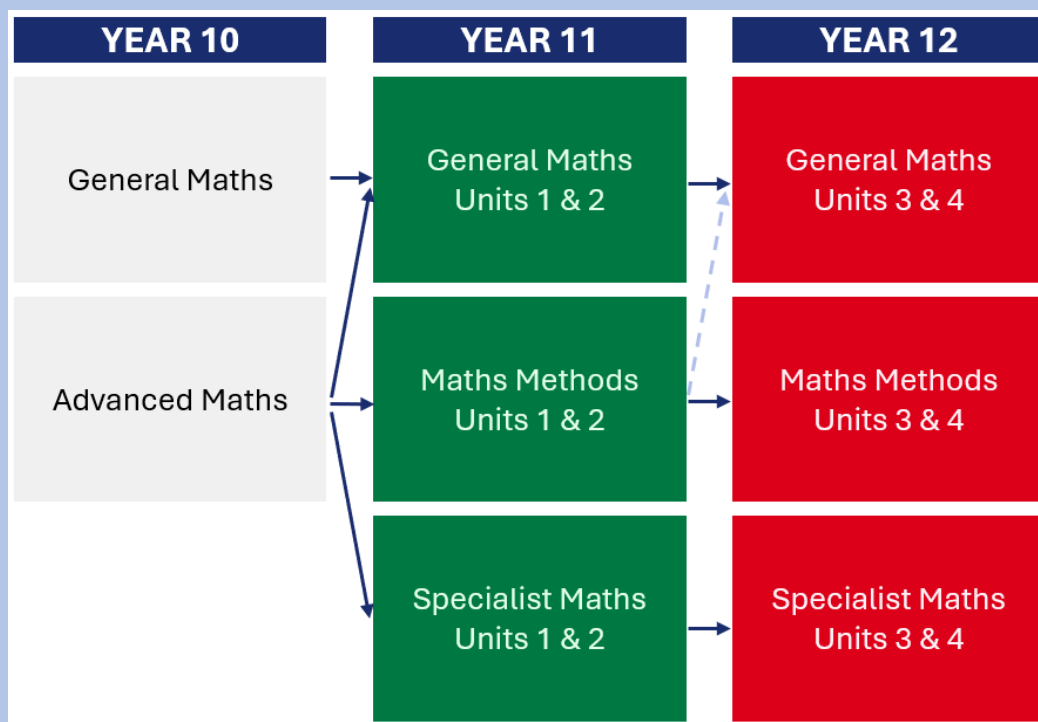
Learning Area	Subjects
English - 2 units	<ul style="list-style-type: none"> • English OR • English as an Additional Language (EAL)
Mathematics - 2 units	<ul style="list-style-type: none"> • General Mathematics OR • Advanced Mathematics
Humanities (minimum 1 unit)	<ul style="list-style-type: none"> • Pre-VCE 21st Century History • Pre-VCE Geography • Pre-VCE Legal Studies • Pre-VCE Sociology • Pre-VCE Business Management
Science (minimum 1 unit - if only selecting one unit – it must be one of either Physical Sciences OR Life Science. Students can select the other or Psychology as an additional elective if they wish).	Students must choose: <ul style="list-style-type: none"> • Physical Sciences AND/OR Life Sciences • Pre-VCE Psychology
Health & Physical Education (minimum 1 unit)	<ul style="list-style-type: none"> • Pre-VCE Health & Human Development • Pre-VCE Physical Education • Pre-VCE Outdoor Education • AFL Football Program (2 units)
Art (minimum 1 unit)	<ul style="list-style-type: none"> • Pre-VCE Art • Pre-VCE Media Studies • Pre-VCE Music • Pre-VCE Drama • Pre-VCE Visual Communication and Design
Technology (minimum 1 unit)	<ul style="list-style-type: none"> • Pre-VCE Woodwork • Pre-VCE Textiles • Pre-VCE Food Studies • STEM
Languages Languages must be studied across the whole year. Therefore, students are required to complete two units in their chosen language – one unit in each semester.	<ul style="list-style-type: none"> • Italian • Japanese • Vietnamese

SAMPLE YEAR 10 PROGRAM:

Semester 1	English	General Mathematics OR Advanced Mathematics	1 x Humanities	1 x Science	1 x H&PE	Elective 7 (your choice OR Language/VCE Access/AFL)
Semester 2			1 x Art	1 x Technology	Elective 6 (your choice)	Elective 8 (your choice OR Language/VCE Access/AFL)

Year 10 Subjects

Mathematics



General Mathematics

Subject advisor: Mr Galle

The General Mathematics course is aligned with the Victorian Curriculum and aims to prepare students for VCE General Mathematics.

2 Semesters

General Mathematics at Year 10 builds on the concepts taught in Years 7 - 9 Mathematics, with a focus on Number, Algebra, and Measurement. This course is mandatory for all students as it provides a direct pathway to VCE Mathematics subjects. Students will delve deeper into the topics of Statistics (& Data Analysis) and Financial Mathematics, while also being introduced to new topics, such as Matrices and Networks. Students will build on their capabilities to apply mathematical concepts within the strands of Statistics and Number. Students will require a CAS calculator to complete this course.

Advanced Mathematics

Subject advisor: Mr Galle

The Advanced General Mathematics course aims to prepare students for VCE General Mathematics, VCE Mathematical Methods and VCE Specialist Mathematics.

2 Semesters

Students will be introduced to a range of new topics within the field of Mathematics, including Quadratics, Pre-Calculus, and Matrices. Students will build on their capabilities to apply mathematical concepts within the strands of Algebra and Probability. Students will require a CAS calculator to complete this course.



English

English

Subject advisor: Ms Wilson

English is a core study in Year 10. This subject is structured around the Victorian Curriculum Strands of Language, Literature and Literacy.

2 semesters

Students read and view challenging texts to analyse and evaluate how text structures, language choices and visuals can be manipulated to achieve particular effects. Through both short and extended pieces of writing, they develop interpretations of texts and use evidence to support their discussion of key issues, ideas and views. They contribute actively to class and group discussions building on others' ideas, justifying opinions and developing and expanding arguments.



English as an Additional Language

Subject advisor: Ms Reid

English as an Additional Language is designed to provide a pathway for students moving from Language Centre to mainstream EAL, and to provide a course suitable for all mainstream EAL students and prepare students for Year 11 EAL.

2 semesters



Students further develop their listening, speaking, reading, and writing skills through application to both short and extended tasks. In writing tasks, they build their skill in punctuation, grammar, vocabulary, fluency, and expression. Students read and view texts to analyse and evaluate how text structures, language choices and visuals can be manipulated to achieve particular effects. They contribute actively to class discussions and reflect on ways they can improve both content and delivery.

Science

Life Science

Subject advisor: Ms Slater

Students will develop an understanding of Biology and Chemistry. They will develop experimental design techniques, collect and analyse data and analyse issues that appear in society. This subject also aims to develop key knowledge and skills for study of VCE Sciences.

1 semester



This unit explores the transmission of heritable characteristics from one generation to the next involving DNA and genes. Students will understand how the theory of evolution by natural selection and the diversity of living things is supported by a range of scientific evidence. Students also learn about how chemical reactions involve rearranging atoms to form new substances, in particular that during a chemical reaction mass is not created or destroyed. The unit explores how different types of chemical reactions are used to produce a range of products and can occur at different rates; and how combustion and the reactions of acids are important in both non-living and living systems and involve energy transfer.

Physical Science

Subject advisor: Ms Slater

Students will develop an understanding of Physics and Astronomy (The Universe) as they build and apply scientific knowledge. They will apply newly developed understanding to new contexts, develop experimental design techniques, use of technology skills and investigative techniques. This subject also aims to develop key knowledge and skills for study of VCE Sciences.

1 semester



This unit will explore features of the Universe including galaxies, stars and solar systems and investigate how the Big Bang theory can be used to explain the origin of the Universe. Students will learn about energy flow in Earth's atmosphere through the processes of heat transfer and be able to describe and explain the motion of objects involving the interaction of forces and the exchange of energy that can be described and predicted using the laws of physics.

Pre-VCE Psychology

Subject advisor: Ms Bianchin

Students will develop an understanding of the Psychology/Behavioural Science discipline. Students will build and apply scientific knowledge. They will develop experimental design techniques, use of technology skills and investigative techniques. Students must have completed one semester of Core Science before studying this unit.

1 semester

In Psychology, students will become familiar with the central nervous system and examine the anatomy and physiology of the human brain. Students will be building their understanding of key vocabulary, concepts and skills as required for success in Unit 1-4 Psychology. Students will apply knowledge in both a practical and theoretical capacity. Students will undergo assessment tasks that are designed to mimic the assessment processes and skill required at Units 1-4. Additionally, students will work to develop Scientific communication skills through practical investigations and experimental design tasks involving data collection and analysis. Students will be required to develop their ability to connect theoretical understandings with current events and real-world problems.



Humanities

Pre-VCE Business Management

Subject advisor: Mr Rogers

This unit provides an introduction into the subjects available in Humanities at the VCE level.

1 semester

This elective aims to introduce students to develop transferable skills that will enhance their confidence and ability to apply economic and business reasoning and interpretation to solve problems and interpret issues and events. Students will then be better placed to participate effectively, as socially responsible, and ethical members of the business community, and as informed citizens, consumers, and investors. This will assist them to understand the behaviour of participants in the economy, business, society, and the environment, now and in their adult lives, to participate in economic and business activities actively and effectively. They learn how current decisions and actions will shape future consequences and are encouraged to think critically about probable and preferred futures. This will enable them to contribute to the development of prosperous, sustainable, and equitable Australian and global economies, to secure their own financial wellbeing, and to face the future with optimism and confidence.



Pre-VCE Legal Studies

Subject advisor: Mr Rogers

This unit provides an introduction into the subjects available in Humanities at the VCE level – Legal Studies

1 semester



This elective aims to develop knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia's political and legal systems. Emphasis is placed on Australia's federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments, how the system safeguards democracy by vesting people with civic rights and responsibilities, how laws and the legal system protect people's rights and how individuals and groups can influence civic life. By investigating contemporary issues and events students learn to value their belonging in a diverse and dynamic society, develop points of view and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

Pre-VCE Sociology <i>Subject advisor: Mr Sherlock</i>

This unit provides an introduction into the skills and knowledge needed for Sociology Units 1 & 2

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This elective aims to develop knowledge and understanding of the link between personal experience and wider society. Key questions include: Why are some people disadvantaged? How do we compare the experiences of people living in cities compared to rural areas? Students will discover the Sociological Imagination and apply two sociological perspectives to case studies.

Pre-VCE 21st Century History

Subject advisor: Ms Hong

This unit provides an introduction into the subjects available in Humanities at the VCE level – History.

1 semester

Pre-VCE 21st Century History will start with a decade by decade look at life after World War I (breaking down each decade to look at daily life in Australia, Germany and the rest of the World). This will cover an extended focus on Germany in the 1930s including the rise of Hitler, the Nazi party and antisemitism in Europe. The Holocaust will be studied in detail. Australia and World War II will focus on the Australian experience of World War II. It will cover causes of World War II, borrowing from information already learnt in the first part of the unit, major battles, the experience of soldiers, the impacts of daily life for people in Europe, with a focus on the home front. It will look both at the war in Europe and in the Pacific and how the war reshaped the world and allies today.

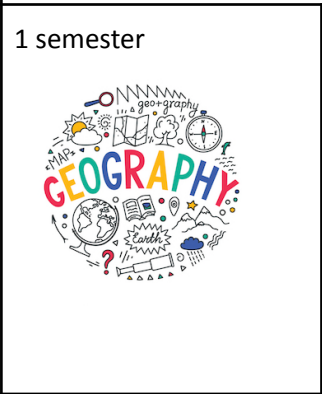


Pre-VCE Geography

Subject advisor: Ms Marantos

This unit provides an introduction into the subjects available in Humanities at the VCE level – Geography.

1 semester



Unit 1 Changing and managing the environment: Students will start the unit looking at what environmental change looks like, what influences environmental change and how people can respond to environmental changes. Students will look at how changes to the land, water, and atmosphere impact the environment. This will be looked at from an international perspective, but also close to home, with field work completed in a coastal location such as Anglesea, Barwon Heads, Phillip Island. *Field work will be completed with a class focus.* Unit 2 Coastal change and management: Extending on the work in Unit 1, students will progress to look specifically at urban coastal environments (such as St Kilda Beach/Port Melbourne Beach and/or and compare the challenges, changes, approaches to management and how people can respond to coastal changes. *Field work will be completed on individual areas of interest in small groups.*

Art

Pre-VCE Art Making and Exhibiting

Subject advisor: Ms Vitale

Visual Arts focuses on creating works that communicate, challenge and express ideas within diverse art forms. Students will learn how to reflect and analyse artworks from historical and cultural contexts and learn about the art industry.

1 semester

Students analyse and evaluate how artists communicate ideas and convey meaning in artworks. They identify the influences of other artists and analyse connections between techniques, processes, and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions, and technologies to express ideas and viewpoints. They evaluate artworks from different cultures, times, and places, and discuss how ideas and beliefs are interpreted by audiences.



Pre-VCE Visual Communication & Design

Subject advisor: Ms Caddy

In Visual Communication Design students will focus on 3D drawing techniques, creative design and computer aided design. It will also involve creative and innovative ways to communicate ideas and information and incorporate design practices, processes, and technologies.

1 semester



Students develop briefs and visualise, generate, and develop ideas in response to audience needs. They demonstrate their use of visual communication design skills, techniques, conventions, and processes in a range of design fields. They manipulate design elements and design principles, materials, methods, media, and technologies to realise their concepts and ideas for specific purposes, audiences, and needs. They evaluate, reflect on, refine, and justify their decisions and aesthetic choices.

Pre-VCE Music

Subject advisor: Ms Steel

In music, students will focus on their development in musical practices for performance and composition. Students will present and perform musical pieces in a variety of solo and group contexts while exploring and responding to music from diverse cultures, times and locations through analysis and music theory.

1 semester

Students create, present and analyse various styles of music. They analyse (various) genres of music and develop strategies to adapt their findings to their own compositions and performances. Students use technology to improvise and arrange music while developing aural awareness and technical skills. Through creating, practicing and rehearsing music, students refine their understanding of stylistic and historical conventions to expand on their musical vocabulary and creativity.



Pre-VCE Drama

Subject advisor: Ms Steel

Students will develop expressive skills to create performances for an audience. They will also study stagecraft to gain an understanding of 'behind the scenes' elements of theatre. This unit prepares students for VCE Drama.

1 semester



Students will create, present, and analyse a devised performance. Students will apply acting, directing and production tasks to the performance of text. Students will analyse the development of their own performances as well as attending and analysing a professional production.



Pre-VCE Media Studies

Subject advisor: Mr Wenholtz

Media focuses on the refinement of production skills in audio visual media in order to create film sequences. Students will also analyse and evaluate film and TV texts.

1 semester

Students experiment with ideas and film techniques in order to plan, produce and present a range of short films for a range of audiences. They develop their skill in digital photography. Students analyse film and TV texts, referring to setting, characters and genre conventions to evaluate how techniques are used to create meaning. Students identify the diverse roles and processes in media production. They evaluate how social and ethical issues influence the making of media artworks.



Technology

STEM

Subject advisor: Mr Economou

Students will use thinking and information systems to analyse, design and develop digital solutions.

1 semester

STEM – Robotics and Technology will provide students with a strong foundation for future study in VCE Applied Computing and Science subjects. Students will develop their understanding of key concepts and skills required for Unit 1 & 2 Applied Computing subjects with a specific focus on developing students' knowledge in IT design, programming language, data security and robotics using a variety of different robotic and programming platforms. Students' scientific communication skills will be further developed through practical and experimental design tasks.



Pre-VCE Food Studies

Subject advisor: Ms Fitzpatrick

Students will prepare and present food suitable for family, social and vocational situations. They will focus on parts of the menu and the study of nutrition. Students will look at technological developments, the science of food, time management and food preparation and processing skills. This unit includes production sessions and theory related classes.

1 semester

Students develop an understanding of The Australian Guide to Healthy Eating. Students gain skills in meal planning, budgeting, reading food labels, and creating menus. There is a focus on Australian food trends and changing food behaviours. Students transfer theoretical knowledge to practical activities across a range of projects. They produce meals that incorporate healthy eating theory, and cooking processes, whilst following safety procedures to minimise risk and manage projects.



Pre-VCE Woodwork

Subject advisor: Mr Tapson

Students will develop an understanding of design and product development related to wood. This unit includes production sessions and theory related classes.

1 semester



Students develop their skill, knowledge and understanding in design processes, technology and tools. Through application they demonstrate an understanding of processes and production skills to produce design solutions. Students engage in problem-based learning through the development of design briefs that address identified needs of individuals or groups. They skilfully and safely produce quality design solutions suitable for the intended purpose.

Pre-VCE Textiles

Subject advisor: Ms Vitale

Students will develop an understanding of design and product development related to Textiles. This unit includes production sessions and theory related classes.

1 semester

Students develop their skill, knowledge and understanding in design processes, technology and tools. Through application they demonstrate an understanding of processes and production skills to produce design solutions. Students engage in problem-based learning through the development of design briefs that address identified needs of individuals or groups. They skilfully and safely produce quality design solutions suitable for the intended purpose. Students will create a range of textile items focussing on fashion and textiles art.



Health & Physical Education

Pre-VCE Physical Education

Subject advisor: Mr Carroll

In HAPE, students will continue to develop the skills and principles learned in Years 7-9 Physical Education and Health classes. They will explore the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. This unit prepares students for VCE Physical Education and VET Sport and Recreation.

1 semester



As part of the Health and Physical Education core studies, students will be introduced to the biomechanical and skill acquisition principles, as well as the key body systems used to produce human movement. They will also explore health and skill related fitness components and training principles through the development of their own training programs and practical activities. *This subject carries a levy to help pay for activities.

Pre-VCE Health & Human Development

Subject advisor: Ms Odewahn

In Pre-VCE Health and Human Development (Health in Australia) students will continue to develop the skills and principles learned in Years 7-9 Physical Education and Health classes. They will investigate a range of health issues and begin to understand the complex nature of health and wellbeing, and human development. This unit prepares students for VCE Health and Human Development.

1 semester

Health in Australia focuses on the health and wellbeing of Australians and the programs available to improve health and wellbeing. This study presents concepts of health and wellbeing, and human development, from a range of perspectives. Students develop health literacy as they connect their learning to their lives, communities, and the world. They develop a capacity to respond to health information, advertising, and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.



Pre-VCE Outdoor Education

Subject advisor: Mr Carroll

In Pre-VCE Outdoor Education students will have the opportunity to develop knowledge, skills and understanding of concepts that will allow progression into VCE Outdoor Education and Environmental Studies. Excursions and a camp are key components of this course.

1 semester



Pre-VCE Outdoor Education and Environmental Studies is a dynamic and engaging course designed to develop students' understanding and appreciation of the natural environment. Through a blend of theoretical learning and practical experiences, students will gain essential skills in outdoor activities, environmental stewardship, and sustainability practices. Key competencies of the course include navigational skills, environmental awareness, outdoor survival skills, teamwork and leadership and more. This course serves as an excellent foundation for students planning to pursue VCE Outdoor and Environmental Studies in Years 11 and 12.

**This subject carries a levy to help pay for activities.*

AFL Football Program - Select Entry

Subject advisor: Mr Clifton

Students will undertake practical classes which aim to develop their football skills, level of fitness and game sense. Theory classes will involve specific training principles & techniques designed to develop fitness and an awareness of the ethical aspects of the game. The unit prepares students for VET Sport and Recreation (Football).

2 semesters

In the Year 10 Football Program, students develop their football skills and tactical knowledge and understanding to prepare for the VET Football program. They participate in targeted programs designed to enhance strength and conditioning development, understanding of correct rehabilitation and maintenance strategies for improved performance. Students learn specific game plans, ideal nutrition and dietary programs combined with correct recovery techniques to aid performance. Students also gain an understanding of the anatomy and injury rehabilitation methods involved in AFL Football at the Elite level. **This subject carries a levy to help pay for activities. Application form can be found in the Appendix.*



Languages

Italian

Subject advisor: Ms Villante

Students in Year 10 Italian will consolidate the language skills of listening, speaking, reading and writing in the Italian language. Using multimedia texts, students will be exposed to a variety of social situations using Italian. Year 10 Italian will prepare students for VCE Italian.

2 semesters

Students use written and spoken Italian to interact with peers and the teacher to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest. They use set phrases to recount experiences, express feelings and opinions. They translate and analyse a range of spoken and written texts. Students predict the meaning of unfamiliar words from context.

Japanese

Subject advisor: Mr Wenholz

Students in Year 10 Japanese will consolidate the language skills of listening, speaking, reading and writing in the Japanese language. Using multi-media texts, students will be exposed to a variety of social situations using Japanese. Year 10 Japanese will prepare students for VCE Japanese.

2 semesters

Students become proficient in using the Japanese writing system to communicate about a range of everyday topics. They study the cultural and historical background of the Japanese and speak about their own lives. There is a strong emphasis on learning new and more complex language structures. Topics include both everyday life and social issues. The course includes immersion activities and interaction with visiting native speakers.

Vietnamese

Subject advisor: Mr Nguyen

Year 10 Vietnamese subject develops the student's ability to understand and use the language in depth. At the same time the subject gives students direct access to a culture which is rich in history, literature and the arts.

2 semesters

Students become proficient in using the Vietnamese writing system to communicate about a range of everyday topics. They study the cultural and historical background of Vietnamese and speak about their own lives. There is a strong emphasis on learning new and more complex language structures. Topics include both everyday life and social issues.

VCE/VET Access

Students currently in Year 9 in 2024 are invited to apply to be a part of the VCE/VET Access Program. This will involve students undertaking a Unit 1 and 2 subject whilst in Year 10 and a Unit 3 and 4 subject in Year 11. An application form must be completed and a variety of factors will be taken into account when determining the success of applications including:

- *General academic performance in current year*
- *At or above level in NAPLAN reading and writing and for mathematics/Science subjects above level in numeracy*
- *Academic performance in the relevant subject(s)*
- *Progress Report Grade Point Average*
- *Attendance*
- *Demonstration of sound organisational skills, such as completing set tasks and managing due dates*
- *Interest in and understanding of the subject area*
- *Links with your career pathway goals*

VCE/VET Access is available in a variety of subjects. A VCE/VET Access subject should not be a student's best subject, but one which will be beneficial to their careers planning and post-secondary pathway options. All students considering a VCE/VET Access subject must discuss this with the relevant Year Level Coordinator prior to submitting an application. All timelines must be adhered to. As preference into Year 11 subjects is given to current Year 10 students, it is essential that all Year 9 students applying for acceleration provide 2 subject preferences. Students seeking VCE/VET Access will be evaluated on their overall academic performance by their current Campus Principal and Assistant Principal. All students selected for acceleration must attend the subject orientation program from Monday 25th November – Friday 6th December at the Essendon Campus. All decisions will be communicated in a timely manner to students and their families in early to mid Term 3.

Note:

- *It is expected that if a student accesses a study at the Unit 1 & 2 level, they will continue with this study as an access subject at the Unit 3 & 4 level (subject to availability and performance)*
- *It is expected that VCE/VET Access students continue to study a full program (5 subjects) whilst in Year 12 to maximise their ATAR by completing six Unit 3/4 sequences by the end of Year 12*
- *This application or a positive panel recommendation does not guarantee a VCE/VET Access place at Essendon Keilor College. Not all requests can be granted due to the inability of a student to fully demonstrate the requirements of the criteria or due to no places being available in the requested subject*
- *For Units 3 and 4 approval consideration will be given to performance in the Units 1 and 2 accelerated subject*

Years 11 & 12 - Victorian Certificate of Education

The three main later years pathways beyond Year 10 are:

1. **VCE** - Which can include a VET component
2. **VCE Unscored** - Which can include a VET component
3. **VCEVM** - Which will include a VET component

Each VCE unit involves at least 50 hours of scheduled classroom instruction. Students also undertake up to 50 hours of self-directed learning for each unit. Satisfactory completion of a VCE unit is based on successfully completing all outcomes within the unit. The school determines satisfactory unit completion in accordance with VCAA requirements.

The minimum VCE requirement is satisfactory completion of 16 units that must include:

- 3 units of English, including a Unit 3–4 sequence
- 3 Unit 3–4 sequences, which can include further sequences from the English group of subjects

The [Victorian Tertiary Admissions Centre](#) (VTAC) advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies (excluding VCE VM Literacy) is required for the calculation of a student's ATAR.

The following VCE subjects will be offered at Essendon Keilor College in 2025:

Learning Area Subjects	
English <ul style="list-style-type: none"> English English as an Additional Language (EAL) 	Health & Physical Education <ul style="list-style-type: none"> Health & Human Development Physical Education
Mathematics <ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics 	Art <ul style="list-style-type: none"> Art Making & Exhibiting Media Studies Music Visual Communication and Design
Humanities <ul style="list-style-type: none"> History Business Management Accounting Legal Studies Sociology 	Technology <ul style="list-style-type: none"> Product Design & Technology - Woodwork Product Design & Technology - Textiles Food Studies
Science <ul style="list-style-type: none"> Physics Chemistry Biology Psychology 	Languages <ul style="list-style-type: none"> Italian - Second Language Japanese - Second Language Vietnamese - First Language
Vocational Education Training (VET) <ul style="list-style-type: none"> Sport & Recreation - Fitness Sport & Recreation - AFL Football Community Services 	

Mathematics

Students may study all three Unit 3 & 4 Mathematics subjects but only two sequences may be used in the 'primary four' when calculating the ATAR score. Please consider the following options when making your decisions.

General Mathematics

Subject advisor: Mr Galle

These units are intended for a wide range of students who require a Year 11 Mathematics or intend to study General Mathematics at Unit 3 & 4. The required calculator is the Casio FX-CP400.

Unit 1	Topics include arithmetic, algebra, equations, data types, matrices and financial arithmetic.
Unit 2	Topics include geometry, trigonometry, networks, number patterns, statistics, and measurement.
Unit 3 and 4	Topics include data analysis, recursion, and financial modelling. Modules will be chosen from matrices, geometry and measurement, graphs and relations or networks and decision Mathematics.

Mathematical Methods

Subject advisor: Ms Forti

These units are designed to introduce students to mathematical structure in a closely sequenced development of topics. The required calculator is the Casio FX-CP400. This calculator is also required for all Year 12 Mathematics courses including Mathematical Methods Units 3 & 4.

Unit 1	Topics include algebra, graphs of polynomials, exponential, logarithmic functions, the transformation of functions and matrices.
Unit 2	Topics include probability and combinations, statistics, rates of change, circular (trigonometric) functions, differentiation, and integration of polynomial functions
Unit 3 and 4	Topics include functions, relations, polynomial/circular/exponential/logarithmic functions, calculus, algebra, statistics, and probability.

Specialist Mathematics

Subject advisor: Mr Hatilaridis

These units are suitable as additional background for Mathematical Methods students and for students who intend to study Specialist Mathematics Units 3 & 4. The required calculator is the Casio FX-CP400.

Unit 1	Topics include arithmetic, number systems, algebra, equations, surds, geometry, trigonometry, ratio, and similarity.
Unit 2	Topics include circle mensuration, probability, statistics, trigonometry, vectors, complex numbers, and kinematics.
Unit 3 and 4	Topics include coordinate geometry, circular (trigonometric) functions, algebra, calculus, vectors in 2 and 3 dimensions, probability, statistics, mechanics, and complex numbers.

English

English

Subject advisor: Ms Wilson

Students must satisfactorily complete both units 3 and 4 to receive an ATAR.

English aims to develop skills in reading, writing, speaking and listening. Students study a range of texts, including media texts. They also complete oral presentations and a folio of written responses.

Unit 1 and 2	Students are required to read, respond or compare texts in both analytical and creative ways. Students also analyse how arguments and persuasive language can influence an audience and create their own point of view texts. Students will explore writing around the framework of food and create their own texts intended to impact audiences.
Unit 3 and 4	Building upon the skills developed in Units 1 and 2, students will explore themes, ideas and issues presented in selected texts and the Australian media. Students will learn to communicate ideas and information through writing for different purposes and audiences. They will also present ideas to an audience in an oral presentation.

English as an Additional Language

Subject advisor: Ms Steel

EAL is similar to the study of English, with only minor variations in the set tasks. **NOTE:** A student is eligible for EAL status if both of the following are satisfied:

- The student has been a resident in Australia for not more than seven years prior to 1 January of the year when Units 3 and 4 are taken **AND**
- English has been the main language of instruction for not more than seven years prior to starting Units 3 and 4.

Unit 1	Students are required to read, respond or compare texts in both analytical and creative ways. Students will explore writing around the framework of food and create their own texts intended to impact audiences.
Unit 2	Students will further develop their reading and analytical writing skills in Unit 2 through the close viewing and analysis of a film. Students also analyse how arguments and persuasive language can influence an audience and create their own point of view texts.
Unit 3 and 4	Students will write analytical text response essays to two different texts, deliver an oral presentation, complete listening comprehension tasks, and study how language is used to persuade in the media. Students will study a framework of ideas and write a number of creative written texts in response.



Science

Biology

Subject advisor: Ms Slater

Biology is about understanding how living organisms work and interact with the environment. It will help us solve and deal with issues facing our society, including conservation, pests and diseases, inherited diseases, biotechnology and genetic engineering, human variation and evolution.

Unit 1	In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse and investigate types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment.
Unit 2	In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.
Unit 3 and 4	In unit 3 students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. In unit 4 students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Chemistry

Subject advisor: Mr Galle

Chemical processes have led to new drugs, synthetic materials, biotechnology, nanotechnology, new forms of food preservation, fuels, transportation and communication systems. Chemical processes are important in improving human health and providing a sustainable environment for the future.

Unit 1	In this unit students investigate a range of materials including metals, crystals, polymers, nanomaterials, and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles. Students are introduced to quantitative concepts.
Unit 2	Water is the most widely used solvent on Earth. In this unit students explore reactions that occur in water and water analysis. Students examine solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis.
Unit 3 and 4	Students explore energy and chemical production of materials with reference to efficiencies, renewability, and their impact on the environment. Students compare and evaluate different chemical energy resources and combustion of fuels. The principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse factors that influence their reaction rates and extent. They apply the Le Chatelier's principle to efficiency. Students investigate the structural features, bonding, reactions and organic compounds including those found in food. Students process data from instrumental analyses to deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals. They predict the products of reaction pathways. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy in combustion of food.

Physics

Subject advisor: Mr Economou

It has been part of the human condition to marvel at the world we live in, how music is produced, what makes cars safe, and to wonder how these physical things occur. Physics attempts to explain these and many more phenomena using mathematical models and practical investigations.

Unit 1	In this unit students study the principles of thermodynamics and how it relates to the Earth's Climate and use it in everyday life. Students will also study the nature of Electricity and Electrical circuits and also the nature of nuclear radiation and its use in medicine and energy generation. Students will also undertake practical investigations, presenting detailed reports regularly.
Unit 2	Students study the motion of moving objects, forces, conservation of energy and momentum. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students will design and undertake investigations using knowledge and skills acquired throughout Unit 1 and present their results as a poster.
Unit 3 and 4	Students study Gravitational, Magnetic and Electric Fields and their applications. Newton's laws of Motion and Einstein's Theory of Relativity. The wave and particle nature of light and its applications. Students will design and undertake a practical investigation based on topics studied.

Psychology

Subject advisor: Ms Bianchin

Psychology is the scientific study of mental processes and behaviours in humans. Students explore the complexity of human behaviours and thought processes.

Unit 1	Students investigate how behaviour and mental processes are shaped. Students explore brain plasticity and the influence of brain damage. They consider the complex nature of psychological development through classical and contemporary studies.
Unit 2	Students investigate how external factors influence behaviour and mental processes. Evaluate development of attitudes and factors that influence the behaviour of individuals and groups.
Unit 3 and 4	Students focus on the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students focus on the interrelationship between learning, the brain and its responses to experiences and behaviours. Using a bio psychosocial framework students explain the causes and management of stress and mental health.



Humanities

Accounting

Subject advisor: Ms Hamilton

Accounting is about recording, reporting, analysing and interpreting financial data and accounting information. This information is then made available to stakeholders so that they can make better financial decisions. Accounting plays an integral role in the successful operation and management of businesses.

Unit 1	Students will focus on the establishment of a small business and the accounting and financial management of that business. Topics include the recording and reporting of financial information and planning for the future.
Unit 2	Students will focus on the accounting process of a trading business. Topics include the introduction of an accounting system using the accrual approach for recording and reporting, and the use of inventory cards.
Unit 3 and 4	Students focus on financial accounting, the role of accounting as an information system and the use of financial and non-financial information in assisting management in the decision-making process.

History

Subject advisor: Ms Moore

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present.

Unit 1	In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world after World War 1 leading to World War 2.
Unit 2	In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.
Unit 3 and 4	In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Whilst studying the French and Russian Revolutions, students will learn the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Students will learn the consequences of revolutions have a profound effect on the political and social structures of the post-revolutionary society.

Business Management

Subject advisor: Mr Rogers

The VCE Business Management follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

Unit 1	Students will explore the factors affecting business ideas and the internal and external environments within which businesses operate. Topics include small business planning, different business models, legal business structures, staffing, social responsibilities and global issues that affect business.
Unit 2	Students will focus on the legal and financial requirements of starting up a business. Topics include establishing a business, decision making about financial record keeping, the recruiting of staff, legal obligations and the importance of marketing and public relations in the success of a business.
Unit 3 and 4	Students will examine the different types of businesses and their respective objectives. Topics include management styles, management skills, corporate culture, reviewing business performance and investigating how businesses implement change. Students use a range of contemporary business case studies from the past four years to compare theory with current practice.

Legal Studies

Subject advisor: Mr Rogers

Legal Studies is about the way the law relates to our everyday lives. It focuses on the way laws are made, structured and operated in Australia. It also develops knowledge about basic legal rights and responsibilities.

Unit 1	Students will develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law.
Unit 2	Students focus on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.
Unit 3 and 4	Students examine the methods and institutions in the justice system plus their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy. They explore how the Australian Constitution establishes the law-making powers of the Commonwealth and State parliaments and protects the Australian people through structures that act as a check on parliament in law-making.

Sociology

Subject advisor: Mr Sherlock

Sociology focuses on the study of human behaviour and social interaction as a means of understanding how societies are organised, develop and change. In Sociology, students examine key theories regarding family, deviance, ethnicity, community, and social movements.

Unit 1	This unit uses sociological methodology to explore the social category of youth and the social institution of family.
Unit 2	In this unit students explore the concepts of deviance and crime. They analyse why people commit crimes or why they engage in deviant behaviour.
Unit 3 and 4	These units explore expressions of culture and ethnicity within Australian society. The course explores the idea of community and how the various forms of community are experienced. Students also investigate the role of social movements and how they seek to achieve social change.

Art & Technology

Art Making & Exhibiting

Subject advisor: Ms Vitale

Students will explore a variety of 2D and 3D studio forms, related media and techniques including drawing, painting, photography, printmaking, sculpture or other related design areas. In Units 3 and 4, students select a studio form and present a folio and final pieces.

Unit 1	Students will produce a folio of artworks, exploring a range of materials and techniques. They will maintain a record of ideas and technical observations and investigate artists from different times and cultures.
Unit 2	Students will produce an individual folio of artworks exploring and experimenting with a variety of techniques and processes. They discuss aesthetic qualities of artworks and analyse how artworks communicate ideas.
Unit 3 and 4	Students will produce and investigate a folio of art ideas by exploring a selected art form and produce final artworks. They will research traditional and contemporary artists from different styles and investigate the workings of different art spaces and preservation of artworks within them.

Product Design - Textiles

Subject advisor: Ms Vitale

This study enables students to develop an understanding of design and product development related to either wood or textiles. It provides the opportunity for students to develop knowledge and practise skills.

Unit 1	Students focus on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Students produce a re-designed product.
Unit 2	Students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.
Unit 3 and 4	Students engage in the theory and practical elements of design and development of a product. They compare, analyse and evaluate methods to make judgments about commercial product design and development. In Unit 4 students continue to develop, manufacture, evaluate and promote the product they designed in Unit 3.

Product Design - Woodwork

Subject advisor: Mr Tapson

This study enables students to develop an understanding of design and product development related to either wood or textiles. It provides the opportunity for students to develop knowledge and practise skills.

Unit 1	Students focus on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Students produce a re-designed product.
Unit 2	Students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.
Unit 3 and 4	Students engage in the theory and practical elements of design and development of a product. They compare, analyse and evaluate methods to make judgments about commercial product design and development. In Unit 4 students continue to develop, manufacture, evaluate and promote the product they designed in Unit 3.



Visual Communication & Design

Subject advisor: Ms Caddy

Visual communication and design is a folio-based subject that involves technical drawing, freehand drawing, rendering and computer-based design. In Units 3 & 4 students work with the 3 different fields of design; Environmental, Communication and Industrial and complete folio work in accordance with the design process.

Unit 1	Visual Communication and Design deals with experiencing the process of graphically communicating ideas and information in creative and conventional ways, including two-dimensional and three-dimensional representations of visual messages.
Unit 2	Students will use freehand and instrumental drawings to develop images and use freehand drawings in the development of rendered three-dimensional images. They will also apply a design process to develop a visual communication solution and analyse contemporary and historical examples of visual design.
Unit 3 and 4	Students prepare a design brief that describes a client's communication need and prepare developmental work that explores the design brief. They will apply a design process to produce a final visual presentation. They will produce two final presentations. Students will also analyse the effectiveness of visual communication and discuss the roles and relationships involved in the design and production of visual communications in the context of professional practice.

Media

Subject advisor: Mr Wenholtz

This subject is about how the mass media operates in our society. It involves both practical and analytical assignments. The theory component involves the study of films, TV programmes and advertising. Each unit focuses on the refinement of production skills. All production work in Units 3 and 4 is completed individually by each student. It is highly recommended that students have completed Media 1 & 2 before undertaking Media 3 & 4.

Unit 1	Students produce a variety of media products and analyse a range of representations in the media. Topics include analysis of the portrayal of youth in film, music, print and completion of production activities in video, photography, and print.
Unit 2	Students work in small groups to produce media products and study how the Australian media industry operates. Topics include jobs involved in advertising, film and journalism, censorship, ownership rules and the production of a media project.
Unit 3 and 4	Students analyse how production techniques are used in two films, plan and produce three products and analyse the way the media affects behaviour. Topics include film analysis, individual production projects, analysis of the social values reflected in media texts and media influence.

Music

Subject advisor: Ms Steel

Throughout VCE Music, students develop their performance and musicianship skills by performing, creating, analysing and responding to music works.

Unit 1	In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and solo works, create short musical exercises, and develop their knowledge of music language concepts through analysing a range of music.
Unit 2	In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. They prepare and perform ensemble and solo works, create short musical exercises, and develop their knowledge of music language concepts through analysing a range of music.
Unit 3 and 4	In these units, students prepare a full recital program that showcases their practical musical skills. They study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers in contemporary styles. They also study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music.

Food Studies

Subject advisor: Ms Fitzpatrick

This subject focuses on the importance of food in our daily lives from both a practical and theoretical viewpoint. Students are able to develop knowledge and skills about the physical, chemical, sensory and functional properties of food.

Unit 1	Food origins - This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time with a focus on both global and local foods. The practical component explores the use of ingredients available today that were used in earlier cultures, including ingredients indigenous to Australia.
Unit 2	Food makers- Students investigate food systems in contemporary Australia with a focus on commercial food production industries and food production in small-scale domestic settings. Students will produce foods and compare their foods to commercial products.
Unit 3 and 4	Food in daily life - Explores our physical need for food and how it nourishes and sometimes harms our bodies. Students will also explore influences on food choice. The practical component will focus on the functional properties of food and the changes that occur during food preparation and cooking. Food issues, challenges, and futures - Students examine debates about global and Australian food systems. Students will also explore ways to empower consumers to make discerning food choices. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues.

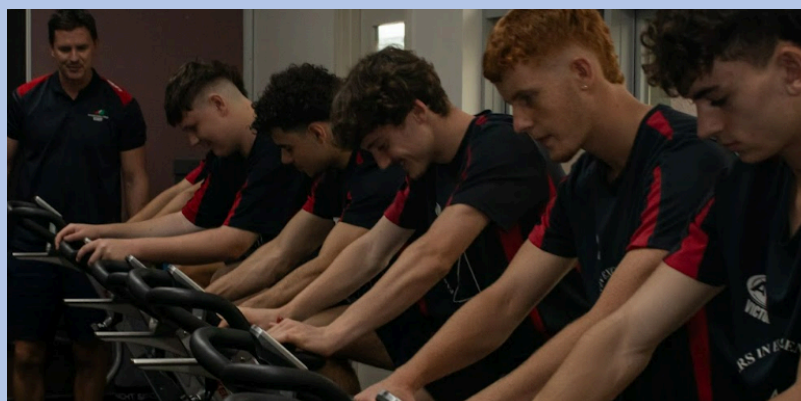
Health & Physical Education

Physical Education

Subject advisor: Mr Kingham

Physical Education examines how the human body works and moves during physical activity from anatomical, biomechanical, physiological and skill acquisition perspectives. The course involves both a theoretical and practical component.

Unit 1	In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement and how they respond to physical activity, sport and exercise. Students will investigate the implications of the use of legal and illegal practices to improve the performance of these systems.
Unit 2	In this unit, students explore the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. During Unit 2, students will also cover basic concepts taught in Unit 4.
Unit 3 and 4	Unit 3 introduces students to biomechanical and skill acquisition principles that can be applied to physical activity and sport. Students learn about the various systems and mechanisms responsible for providing energy for human movement. They consider factors that contribute to fatigue and appropriate recovery strategies. In Unit 4, students learn to analyse activity, select appropriate fitness tests and design, apply and critique suitable training programs. Students also learn about sport psychology and the adaptations from training.



Health & Human Development

Subject advisor: Ms Odewahn & Ms Gouvas

This subject allows students to investigate health and development in Australian and global communities. Students will be able to understand health and human development at an individual level, in group and community settings.

Unit 1	In this unit students develop an understanding of the concepts of youth health and individual human development and explore the interrelationships that exist within and between them. Students explore the importance of nutrition and the consequences of nutritional imbalance on the health and inquire into one youth health focus area.
Unit 2	In this unit students develop an understanding of the health and individual human development during the prenatal stage of the lifespan and of Australia's children and adults. Students inquire into the Australian healthcare system and extend their capacity to access and analyse health information.
Unit 3 and 4	Unit 3 looks at health, wellbeing and illness as a global concept and the importance as an individual and collective resource. Students look at the fundamental conditions required for health improvement, as stated by the WHO and analyse and evaluate the variations in the health status of Australians. They focus on health promotion and improvements in population health over time and evaluate successful programs. Unit looks at Australia's health in a globalised world and the changes in Australia's health status over time. Students look at the fundamental conditions required for health improvement and analyse and evaluate the variations in the health status of population groups within Australia. The role of Australia's health system is explored and the impact of health promotion in Australia is evaluated.

Languages

Italian - Second Language

Subject advisor: Ms Villante

Italian is about communicating in the target language in a variety of social situations. It will interest students who wish to understand Italian culture as well as for those who wish to learn how to listen, speak, read and write in Italian.

Unit 1	Students will engage in an oral role-play, listening and reading comprehension as well as writing task activities. Topics include getting acquainted, friendship, personality types, food and related grammatical items.
Unit 2	Students will extend their listening, speaking, reading and writing skills. Topics include Italian music, entertainment, travel, Italian design and related grammatical items.
Unit 3 and 4	In unit 3 students investigate the way Italian speakers interpret and express ideas and negotiate and persuade in Italian through the study of three or more subtopics from the prescribed themes and topics. In unit 4 students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics.

Japanese - Second Language

Subject advisor: Mr Wenholz

This subject is about communicating in Japanese in a variety of social situations. It will interest students who wish to understand Japanese culture as well as those who wish to learn how to listen, speak, read and write in Japanese.

Unit 1	Students will complete listening, speaking, reading and writing activities in Japanese. The course consolidates students' understanding of grammatical structures and allows them to communicate in a range of different social situations.
Unit 2	Students extend their language skills. They learn to use more complex language structures and to engage in conversations in Japanese. They also learn about a range of cultural and social aspects of life in modern Japan.
Unit 3 and 4	In unit 3 students investigate the way Japanese speakers interpret and express ideas and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. In unit 4 students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics.

Vietnamese - First Language

Subject advisor: Mr Nguyen

This course is intended for native speakers and students whose major language of instruction at school has been Vietnamese. The course is similar to the Vietnamese (Second Language) course, but the prescribed themes and the outcomes reflect higher expectations of a course prepared for experienced users of the language.

Unit 1	The study is designed to enable students to use Vietnamese to communicate with others, understand and appreciate their own and others' cultures; understand language as a system; apply Vietnamese to work, further study skills, training, and leisure.
Unit 2	Students practice participating in a spoken or written exchange focusing on the resolution of an issue, they listen to, read, extract, and compare information from spoken and written texts as well as produce an imaginative piece.
Unit 3 and 4	Students explore aspects of the language and culture of the Vietnamese-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable students to develop knowledge and understanding of historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study include films, short stories, songs, newspaper articles, electronic texts, documentaries, paintings and oral histories.



Victorian Certificate of Education Vocational Major (VM)

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It consists of new subjects and make up the core of your program. It takes an applied learning approach. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their future. All within their own control and in an environment where they feel safe and respected. The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Year 11 and 12. The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

To get your VCE vocational Major, you must successfully finish at least 16 units, including a minimum of:

- 3 VCE VM Literacy or VCE English units (including a Unit 3-4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related units
- 2 VCE VM Personal Development Skills units and
- 2 VET credits at Certificate 2 level or above (180 nominal hours)

Literacy Unit 1-4

Subject advisor: Ms Rose

Literacy empowers students to read, write, speak, and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms, and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.



Numeracy

Subject advisor: Ms Hamilton

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations. VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies. This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community. The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Work Related Skills

Subject advisor: Mr Carroll

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

Personal Development Skills

Subject advisor: Mr Carroll

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing. Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Structured Workplace Learning

Subject advisor: Mr Kingham

VCEVM Structured workplace learning provides students with the opportunity to integrate on-the-job experience with secondary study as part of the Victorian Certificate of Education (VCE), the VCE Vocational Major or the Victorian Pathways Certificate. Structured workplace learning provides students with the opportunity to integrate practical on-the-job experience and learning in workplaces.

The benefits of structured workplace learning for students include:

- *improved understanding of the work environment and employers' expectations*
- *exposure to the world-of-work*
- *increased self-understanding, maturity, independence and self-confidence, especially in the workplace*
- *increased motivation to continue study and/or undertake further training*
- *enhanced opportunities for part-time and casual employment*
- *opportunity to develop and gain work-related competencies*
- *opportunity to acquire skills relevant to the workplace*
- *opportunity to try out career choices before leaving school*
- *opportunity to develop contacts with potential employers*
- *opportunity to demonstrate mastery of specific skills and competencies related to the accredited course which they are undertaking*
- *opportunity to undertake relevant courses which count towards the student's exit credential and articulate into further education and training.*

Year 11 & 12 Vocational Education Training (VET)



Scored assessment is available for all VET subjects within a VCE Program and can be accessed as a non-scored component of the VCEVM program. Students who wish to receive an ATAR contribution for VCE VET subjects must undertake scored assessment. This consists of coursework tasks and an end-of-year examination which both contribute to the overall study score.

Scored assessment is based on the scored Unit 3–4 sequence of the VCE VET program. The scored Unit 3–4 sequence must be delivered and assessed in a single enrolment year. Students are strongly advised against undertaking the scored Unit 3–4 sequence without first completing Units 1 and 2 because Unit 3–4 sequences are not designed for standalone study.

Sport & Recreation - Fitness

Subject advisor: Mr Carroll

VET Fitness is about students combining their VCE or VCEVM with a Cert III in Sport & Recreation program (Fitness specific). Units 1-4 are delivered across TWO YEARS

Unit 1 and 2	Students will learn about anatomy, training methods and strength & conditioning equipment. They will develop an understanding of the use of social media tools and will learn how to respond to emergency situations and how to conduct sport coaching sessions. Students gain a first aid certificate and undertake work placement in the sport and recreation industry. They will undertake regular gym training on campus.	
Unit 3 and 4	Students will develop a greater understanding of a number of areas relevant to the Sport and Recreation Industry including workplace health and safety and educating user groups. Students will learn how to effectively plan and conduct exercise sessions in a fitness environment. Students will continue to participate in fitness conditioning activities at the gym.	

Sport & Recreation - AFL Football

Subject advisor: Mr Clifton

VET Football is about students combining their VCE or VCEVM with a Cert III in Sport & Recreation program (Australian Rules Football specific) Units 1-4 are delivered across TWO YEARS

Unit 1 and 2	Students will study topics including conditioning for sport, conducting sport and recreation events and providing equipment for activities. They will develop an understanding of the use of social media tools and will learn how to respond to emergency situations and how to conduct sport coaching sessions. Students gain a first aid certificate and undertake work placement in the sport and recreation industry. They will undertake regular gym training on campus.
Unit 3 and 4	Students will develop a greater understanding of a number of areas relevant to the Sport and Recreation Industry including workplace health and safety and educating user groups. Students will continue to participate in football development and conditioning activities. They will learn how to effectively plan and conduct sport and recreation programs and will further develop their ability to conduct sport coaching sessions.



Community Services

Subject advisor: Mr Carroll

VET Community Services is about students combining their VCE or VCEVM with a Cert III in Community Services. Units 1-4 are delivered across TWO YEARS

Unit 1 and 2	The VET Community Services qualification reflects the role of entry level community services workers who support individuals through the provision of person-centred services. Work may include day-to-day support of individuals in community settings or support the implementation of specific community-based programs. Students gain skills and experience in communication, working with diverse people, following safe work practices for direct client care, managing personal stressors in the work environment and working in the health or community services area.
Unit 3 and 4	In Unit 3 and 4 of VET Community Services, students are provided with the knowledge, skill and competency that will enhance their training and employment prospects within the community services sector. It enables participants to gain a recognised credential and to make an informed choice of vocation or career path. Students will learn about responding to client needs, working within a community development framework and implementing participation and engagement strategies.

Australian Rules Football Academy

Essendon Keilor College is one of the first elite football schools established in Victoria. The outstanding success of the program is clearly reflected in the number of grand finals won in the prestigious, invitation-only School Sport Victoria Premier League Football competition. The College is also proud of the 32 footballers who have experienced further success by being drafted to AFL clubs. **Access to the program is via application or invitation only (see Appendix). Both boys and girls are encouraged to apply.** Students begin their journey at Year 10 level with a Football Program subject across the full year. Students can then specialise through the VET Sport & Recreation - AFL Football program. Students are also invited to trial for our Premier League team with games throughout Term 2, including the possibility of a Football Camp.

OVERVIEW

The Senior Elite Football Program will be re-launched at the Essendon Senior Campus for Years 10-12 students. The new program will be overseen and in alignment with Essendon Football Club & Calder Cannons Coates Talent League Program. Student athletes will have access to:

- 4 x inner sanctum experiences at Essendon Football Club,
- use of the 'Hanger' facilities
- education sessions on game analysis, game plan, vision, physical performance, nutrition and individual performance run by Essendon Football Academy coaches and Calder Cannons coaches.
- YEAR 10 - Football Program (1 year program)
- YEAR 11 & 12 VCE & VCEVM - VET Sport & Recreation Football

The school's continued commitment to the football program will require collaboration between football coaches, sports teachers, pathway coaches, parents, and students. This elite program provides an opportunity for young athletes with excellent football abilities to advance their established skills while providing a challenging environment that encourages them to reach their full potential. This specialised program operates in conjunction with the mainstream curriculum.



PROGRAM EXPECTATIONS

Students within the accelerated football program are expected to follow the outlined guidelines below:

- Student athletes will attend all class and training sessions
- Hold a GPA of 3 or above on average across all their subjects.
- Work to develop positive relationships with all staff and students involved in the program.
- Bring a positive attitude to each session understanding they will be working to gain positive outcomes.
- During football season, inform coaches of your load and any injuries

ENTRY REQUIREMENTS

Entry to the program is by application or invitation only. The selection criteria may include:

- A potential high level of ability/performance indicated through skills testing and possible trials
- A high level of coachability
- A positive sporting attitude
- A positive attitude towards school and study
- A history of high standard of good behaviour, attendance, and social skills
- A recent member of a football team (club or school)
- A documented high level of ability/performance.

WHAT THE PROGRAM INVOLVES

SKILL DEVELOPMENT

Students will perform skills with efficiency, accuracy and consistency. An individual's technique will be analysed, refined and practiced until the skills can be performed consistently during competition. Sessions will be planned and run in conjunction with coaches and development officers from Essendon Football Academy & Calder Cannons. Skill sessions will focus on skill development, positional education, movement patterns, running patterns and attacking and defensive methods. A variety of feedback will be used including video analysis of techniques and game play.

FITNESS AND CONDITIONING

Students will: develop and maintain fitness levels which enable them to extend their potential in football. analyse the 'fitness components' of football. complete the AFL combine fitness tests. identify a variety of training methods required and complete a variety of activities to improve and maintain appropriate fitness levels. study injury prevention and management. resistance training focusing on injury prevention and technique.

THEORY COMPONENT

The subject is predominantly practical however specific theory work is also undertaken. Topics covered will include: Team play and tactics (practical and theoretical) Coaching (practical and theoretical) Positional play (practical and theoretical) Nutrition Fitness (practical and theoretical) Sports Psychology Pathways in football (goal setting, club administration) Leadership seminars Umpiring (practical and theoretical) Prevention and management of injuries

Select Entry Application Forms

VCE/VET Access Policy & Application

Purpose

Essendon Keilor College endeavours to provide students with the opportunity to maximise their learning potential whilst at the school. All students, where it would improve their educational outcomes, may apply to access a VCE or VET program by studying a Unit 1 and 2 subject in Year 10 and a Unit 3 and 4 sequence in Year 11. This allows for a more challenging and stimulating program for the students in their senior years. It also allows them to maximise their ATAR score by completing six Unit 3 and 4 sequences instead of five.

Criteria for Selection

All students are encouraged to express their interest in the VCE/VET Access Program at Essendon Keilor College. However a selection process and criteria apply to all applications. This includes:

- General academic performance in current year
- NAPLAN reading, writing and numeracy levels
- Academic performance in the relevant subject(s) in particular common assessment tasks
- Progress Report Grade Point Average
- A minimum of 90% attendance
- Demonstration of sound organisational skills, such as completing set tasks and managing due dates
- Interest in and understanding of the subject area
- Links with your career pathway goals

Note:

- *It is expected that if a student accesses a study at the Unit 1 & 2 level, they will continue with this study as an access subject at the Unit 3 & 4 level (subject to availability and performance).*
- *It is expected that VCE Access students continue to study a full program (5 subjects) whilst in Year 12 to maximise their ATAR by completing six Unit 3 /4 sequences by the end of Year 12.*
- *This application or a positive panel recommendation does not guarantee a VCE/VET Access place at Essendon Keilor College. Not all requests can be granted due to the inability of a student to fully demonstrate the requirements of the criteria or due to no places being available in the requested subject.*
- *For Units 3 and 4 approval consideration will be given to performance in the Units 1 and 2 accelerated subject.*

Application Process

- VCE/VET Access is available in subjects on a case by case basis. First and second Language acceleration is only available in some circumstances.
- A VCE Access subject should **not** be a student's best subject, but one which will be beneficial to their careers planning and post-secondary pathway options.
- All students considering a VCE/VET Access subject must discuss this with the relevant Year Level Coordinator prior to submitting an application. All timelines must be adhered to.
- As preference into Year 11 subjects is given to current Year 10 students, it is essential that all Year 9 students applying for acceleration provide **2 subject preferences**
- Students seeking VCE/VET Access will be evaluated on their overall academic performance by their current Campus Principal and Assistant Principal.
- All students selected for acceleration must attend the subject orientation program from Monday 25th November – Friday 6th December at the Essendon Campus.
- All decisions will be communicated in a timely manner to students and their families in early to mid Term 3.

Written Task: Please attach a written explanation (between 300-500 words) outlining your reasons for choosing this subject and why you believe you are a suitable candidate for accelerated entry into the VCE/VET Access Program. Discuss how you have met the above selection criteria.

Application to Study a VCE or VET Subject in 2025

The information below explains the process that will apply for successful entry into the VCE/VET Access Program. There are a limited number of places available for Year 10 students in the VCE/VET Access Program.

Please fill in this form and submit to your Campus Assistant Principal on or before Friday 16th August 2024.

Full Name: _____ Homegroup: _____ Campus: _____

Please read these points and tick off to indicate that you have read and understood each one:

VCE subjects are full year subjects	
My academic performance in NAPLAN, CATs and other assessments demonstrates my capacity to undertake a VCE/VET subject	
I have good organisational skills, including completing set tasks and managing due dates	
Interest in	
The subject I'm applying for link with your career pathway goals	
I have a strong interest in and understanding of the subject area I am applying for and it links with my future pathway goals	
I consistently have a strong Grade Point Average (GPA)	
My attendance is 90% or above	
I have spoken with my Year Level Coordinator and/ or a subject teacher about my application	
If successful, I will attend the Year 11 Step Up Classes in Term 4	

***The final decision with regard to a student's enrolment in the VCE/VET Access Program rests with the College.
I have read and understood the expectations of the VCE/VET Access Program.***

Student (signed): _____

This application must be authorised and signed by a parent or guardian. I understand the expectations of VCE/VET Access and support this application.

Parent/Guardian (signed): _____

Subject Preference #1: _____

Subject Preference #2: _____

AFL Football Program Year 10 2025

Student Name:	Date of Birth:
Current Football Club:	
Current & previous Division & other football experience:	
Key position/s you play:	
Current Football Achievements (awards won, representative teams):	
Reason for wanting to apply for the AFL Football Program at EKC (include your football aspirations):	
Any medical concerns or previous injuries we need to be aware of:	

****If applying from another school, please attach your most recent semester report.**

By completing this application, you agree to the outlined expectations and guidelines within this document.

Student signature	
Parent/guardian name	
Parent/guardian contact number	
Parent/guardian signature	
Emergency contact name	
Emergency contact number	

Year 9 into 10 Sample Course Selection

EDVAL STUDENT CODE:		Name: (please print)	
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2024 Campus (please tick):

Keilor Campus		External	
Niddrie Campus		International Student	

Subject Selection

- All students study **12 units** in the year, 6 units each semester. A unit is studied for 1 semester (6 months).
- You must study two semesters of: English and Mathematics – a total of 4 units
- All students must select a minimum of one semester subject from Humanities, Arts/Tech and HAPE subject
- Students undertaking a Unit 1/2 subject, a Language and/or the AFL Football Program should be aware that these are year long subjects and count as 2 units for the year (one per semester)

English – Circle one

English	EAL: English as an Additional Language (if eligible*)
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**English as an Additional Language is for students from non-English speaking backgrounds who have been living in Australia less than 7 years.*

Mathematics – Circle one

Year 10 General Mathematics	Year 10 Advanced General Mathematics
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Science – General Science (Compulsory Semester One) – *other sciences are optional in your elective choices (see next page)*

Language – Optional - Circle one

Italian (Second Language)	Japanese (Second Language)	Vietnamese (First Language)	No Language
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**Students who select to undertake a Language will be required to take both semester 1 and semester 2.*

VCE or VET – Optional

VCE/VET* subject	Yes or No	If Yes, subject choice:
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Year 9 into 10 Student Course Selection Planner

Tick the blue boxes you are interested in selecting.

Have you included:

1. 2 units of English
2. 2 units of Mathematics
3. 8 Elective choices

(Remember - if you are selecting a language, a VCE Access subject and/or the AFL Football Program, these count as 2 x units each).

English	English X2		EAL X2	
Mathematics	General X2		Advanced X2	
Minimum of one subject from each of the following areas				
Humanities	Pre-VCE Business Management			
	Pre-VCE 21st Century History			
	Pre-VCE Geography			
	Pre-VCE Legal Studies			
	Pre-VCE Sociology			
Health & PE	Pre-VCE Physical Education			
	Pre-VCE Health & Human Development			
	Pre-VCE Outdoor Education			
	AFL Football Program (2 semesters)			
Science	Life Sciences			
	Physical Science			
	Pre-VCE Psychology			
Art	Pre-VCE Art Making & Exhibiting			
	Pre-VCE Media Studies			
	Pre-VCE Music			
	Pre-VCE Drama			
Technology	Pre-VCE Product Design Textiles			
	Pre-VCE Visual Communication & Design			
	Pre-VCE Product Design Woodwork			
	Pre-VCE Food Studies			

Year 10-12 Student Course Selection Planner

- Use the following template to document your proposed study plan for Year 10/Year 11/Year 12.

EDVAL STUDENT CODE:		Name: (please print)	
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My Year 10 Course:

1	English or EAL	7	
2	English or EAL	8	
3	A mathematics subject	9	
4	A mathematics subject	10	
5		11	
6		12	

My Year 11 Course:

1	English	7	
2	English	8	
3		9	
4		10	
5		11	
6		12	

My Year 12 Course:

1	English	7	
2	English	8	
3		9	
4		10	
5			
6			

My pathway Goal is:

The above plan includes any required/known prerequisites (Please circle): Y N